

NEW YORK SCHOOL JOURNAL



Vol. V.—Whole No. 156.

NEW YORK, JANUARY 17, 1874.

Price Five Cents.

Educational Notes.

AUSTRIA has 50 well-trained Normal Schools, with 581 teachers and 3,500 pupils; Prussia, 63, with 3,614 pupils; Saxony 18 finely-trained Normal Schools; Belgium 50; Wurtemberg 10, and Bavaria 10.

SEVERAL boxes of casts have arrived at Amherst College from Prof. Mather, who is now in Europe collecting material for the new art gallery. The professor has raised \$7,000 for this purpose, and the collection is to be ultimately arranged in the upper story of Williston Hall.

THE Board of Regents of California University has resolved to offer to the Secretary of War and the Chief of the Signal Service Department a site for the establishment of a meteorological observatory. President Gilman reports that Wells, Fargo & Co. have undertaken to carry, free of charge, from any of their agency stations on the Pacific coast, contributions to natural history, or books, maps, &c., sent to the University.

THE Trustees of Dartmouth have in view the erection of a library building, embracing rooms for the Thayer School of Civil Engineering and an art gallery. A part of the funds for this purpose has been secured. An indication of the financial prosperity of the college is found in the fact that within the last ten years more than \$300,000 has been secured for the various departments. There are 420 students now at Dartmouth.

THE Golden Age says: "We once heard an eloquent Virginian who thought he was serving his country, make a powerful speech against the Northern system of free schools. It is now three years since this system was introduced into that State. Last year 160,000 children were taught in free schools in Virginia. The orator is in his grave, his speech long ago melted into thin air, and his ignominious argument has been confounded by magnificent facts."

SOUTH CAROLINA is improving. The school population of the State has increased by 32,923 since the year 1869, and there is this year an increase of 7,431 over the school attendance of 1872. There were in operation throughout the State, during the year 1872, 1,949 common schools under the charge of 2,185 teachers. During the present year there have been 2,017 schools, in charge of 2,310 teachers, showing an increase this year of 68 schools and 125 teachers.

THE annual report of the State Superintendent of Soldiers' Orphans' Schools in Pennsylvania shows that since the inauguration of the present system under the administration of Governor Curtin, in 1864, nearly seven thousand children of soldiers have been admitted to the different institutions in the State. These little ones are clothed, boarded, and educated at the public expense, and about one-half the number have already left the schools independent young men and women, capable of earning their own living.

In his recent message to the Legislature of Pennsylvania, Governor Hartranft makes some statements which are not complimentary to the teachers of that State. He says that "of the 15,000 teachers receiving certificates to teach during the year, only 374 were found to have a thorough knowledge of reading, writing, arithmetic, geography and grammar, and that practical preparation for their professions which ensures success." Such a state of things, he adds, has the effect of making the common school system "a mockery, a delusion, and a snare."

THE Fourteenth Annual Meeting of the National Educational Association will be held in Detroit on the 4th, 5th and 6th days of August, 1874. The Governor of the State, the Mayor of the City, the State and City Superintendents of Public Instruction, and the Board of Education of the City of Detroit, have extended a cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and every effort will be made to secure a successful and profitable meeting.

Announcements concerning programme, facilities of travel, hotel accommodations, etc., will be made in due season.

THE trustees of the Massachusetts School for Idiotic and Feeble-minded Youth have issued their twenty-sixth annual report. The receipts for the year have been \$20,494 76; the actual expenses \$17,560 38. The sources of income are: First, the annual appropriation by the Legislature of Massachusetts, which has gradually increased from \$2,700 a year in 1848, to \$16,500 voted in 1869, and continued annually. The trustees recommend continued frugality and an increase of the State appropriation to \$20,000. Beneficiaries from other States constitute the second source of income, which last year amounted to \$1,230 36. Private beneficiaries make the third source of income, though that is small.

THE City of Baltimore expended the sum of \$409,000 upon its schools last year. The estimated expenses for 1874 are \$542,000. The Academy of Central High School building has been let out to contract for the sum of \$113,957, and will, it is hoped, be finished within the year 1874.

Superintendent Van Sant says: "It is questionable if the Institution of Public Education in Baltimore has, at any period since the system was inaugurated, been in a more flourishing and promising condition than at present."

THE "Phormio" of Terence was enacted last month at Westminster School, England, by the scholars. Every year the "Phormio," the "Andria," the "Eunuchus," or the "Adelphi" of Terence, is usually given, though of late years one of Plautus's plays has been intercalated. The play is given three times just before Christmas, with excellent scenery, the dormitory being fitted up as a theatre. The traditional English system of pronouncing the Latin was followed on this occasion with some innovations. The *a* final was given flat and not broad; *g* was pronounced hard before a vowel; the accent was placed upon the first syllable of *mulierem*, etc. The usual original Latin epilogue, a kind of afterpiece, with local and modern hints, was also given.

THE Philadelphia Board of Education has elected Mr. M. Hall Stanton its President for the ensuing year. In his inaugural address, Mr. Stanton said: "The cause of modern education is one which should enlist at all times our sympathy and hearty support. Each succeeding year should mark some advance on the road towards the perfection of a system of public instruction. New forms, new modes, and finer expedients are constantly developing, and when judiciously used are of the greatest benefit. It is with this Board that the responsibility mainly lies to complete, so far as is within its power, a system of common school education which shall be a model for emulation in all other cities. Philadelphia has been complimented the world over for her institutions of learning. Let us not feel that the work is done; rather, let this compliment be an incentive for greater exertion in what is an almost boundless field for labor."

THE New York Tribune says: "The City Council of Baltimore has passed a resolution for the erection of a monument to the memory of John Hopkins, the rich merchant and philanthropist, whose death we noticed on Christmas morning. It would be a becoming mark of gratitude to one of the most munificent benefactors of his city ever had; but it is not needed to perpetuate his fame, for Mr. Hopkins has founded by his will a memorial more splendid than the chisel of the sculptor could ever create. His estate was valued at about \$10,000,000, and of this amount he has set apart more than \$6,000,000 for charitable purposes. Most of the money is divided between two magnificent foundations, a university and a hospital. The university is to embrace schools of law, medicine, science, and agriculture. The hospital is to take in the poor and suffering without distinction of age, sex, creed, or color. There are to be free beds for 400 or 500 sick, a separate building for convalescents, a training school for nurses, a home

for 400 colored orphans, and the grounds surrounding the hospital will be laid out as a public park.

THE annual report of Mr. S. P. Wickerham, Superintendent of Common Schools in Pennsylvania, gives the following encouraging statement of the educational condition of the State:

	This Year.	Increase.
Districts.....	2,090	28
Schools.....	16,365	556
Graded schools.....	3,967	329
School directors.....	13,578	129
Superintendents.....	65	1
Teachers.....	19,069	751
Average salary of male teachers per month.....	\$18 00	\$9 08
Average salary of female teachers per month.....	\$14 00	\$9 29
Average length of school term in months.....	6.06	6 days
Pupils.....	834,088	dec. 356
Percentage of attendance.....	811,418	dec. 34,800
Average cost of tuition per month for each pupil.....	\$4.30	\$21,594
Cost of tuition for the year.....	\$1,753,912	dec.
Cost of fuel, contingencies, desks, and interest paid.....	\$2,135,230	\$219,476
Total cost for tuition, building, fuel, and contingencies.....	\$3,889,142	
Total cost, including expenditures of all kinds.....	\$4,045,789	\$704
Estimated value of school property.....	\$91,700,200	

Including \$467,132.84, the amount expended in support of the orphan schools, the total sum expended for school purposes under the direction of the School Department for the year 1873 was \$3,578,656.25.

THE Illinois Schoolmaster for January says: "Illinois colleges are Abingdon, Eureka, Illinois, Knox, McKendree, Monmouth, Northwestern, Shurtleff, St. Ignace, Augustana, Westfield and Wheaton. The universities (?) are Chicago, Wesleyan, Lombard, Northwestern, Lincoln, Normal and Industrial; the two latter are State institutions. These confer degrees and 'do all other acts and things' that colleges and universities ought to do. Some of the degrees are new to us, *i. e.*, A. S. (sister of arts); D. E. (dynamic engineer); Ph. B. (D. C. L. Our State conferred, in 1873, twenty-four honorary degrees out of two hundred and ninety-eight. The honorary degrees are as follows: The Northwestern D. D. to Rev. Arthur Edwards; Knox, D. D. to Rev. J. H. Griffith and Rev. Prof. Blaisdell; Chicago University gave seven, three A. M.'s, two D. D.'s and two LL. D.'s; St. Ignace gave A. M. to Mr. Philip J. Rielly; Illinois gave D. D. to a New York man, Shurtleff made an A. M. of our friend J. P. Slade, and of Dr. Ray of Bushnell, and LL. D. of a New York man. McKendree ranks next to the Chicago University, having given five besides making one woman *Scientia Magistra, pro meritis*; Monmouth gave two, the Wesleyan two. In some States colleges confer degrees of this character in return for large sums of money donated, but Illinois colleges and universities do not do this. In donations and legacies received during the year, Lincoln leads off with \$80,000; Illinois second, with \$60,000; then Abingdon, \$38,000; Northwestern, \$35,000; Eureka, \$23,000; Northwestern C., \$19,500; Monmouth, \$12,000; Shurtleff, \$11,000."

THE Agricultural and Mechanical College of Ohio, according to the annual message of Governor Noyes, has a productive capital of \$504,000, while its farm, buildings, apparatus and cabinets, together with the unsold lands belonging to it in some of the southern counties of the State, make an aggregate of at least \$550,000 more. The Governor says: "I desire specially to commend this institution to the kindly consideration of the General Assembly, and to the good will of the people. It is the school of the people; they own it, and are to profit by it. I trust they will hereafter have great reason to be proud of it. Its teachings will be thorough and comprehensive; its doors will be wide open, and its blessings wide spread; its support ought to be generous and cheerfully accorded. By act of the Legislature all the material collected by the State Geological Survey during its five years of service becomes the property of the College, to the keeping of which it is already transferred. The collections are large, and furnish a very satisfactory representation of the mineral wealth and fossil contents of the rocks of Ohio. The value of the gift would be greatly enhanced by some provision for its proper display. Suitable cases for the exhibition of so large an amount of material would probably cost \$3,500. By the appropriation of such a sum the collec-

tion could be immediately utilized in an impressive and instructive display of both the economical and scientific interests of the geology of Ohio."

THE Chicago University pays its Professors so poorly that a Committee of the Board of Trustees has recommended an increase of salaries. The Committee say that if endowments cannot be had for the various chairs, an income should be provided in some reliable way, which would put the Professors in that condition of pecuniary independence necessary to persons engaged in such peculiar duties. President Burroughs, discouraged by disaster, resigned his office on the 30th of December, after a service of sixteen years, assigning his reasons for that act as follows: "To carry forward the University abreast with the progress which everywhere marks the educational enterprises of the country, nothing less than half a millions of dollars promptly realized will suffice. Details would be here out of place. Enough to say, what the Trustees well know, that debts must be paid, that endowments must be increased, and that, above all, except the payment of debts, ample provisions must be made for departments of science, applied to the development of the industries almost infinite in variety and magnitude which centre here, if the institution is to retain any pretensions to be a real university, such as this city and the Northwest demand and will have. For myself, worn as I find myself with the incessant double work which has thus far seemed inevitable, and from which I can see no prospect of relief while holding my present position, I feel compelled to ask the Trustees to accept my resignation, to take effect immediately, or so soon as my duties at the University can be committed to other hands."

IMPORTANT changes have taken place at Cornell University. Two additions have been made to the faculty, Prof. Roberts being appointed to the chair of Agriculture, and Hjalmar Hjorth Boyesen, the Swedish novelist, is made Assistant Professor of North European Languages. Work has just begun on the gymnasium, which, with the Sage College for women and the Sage Chapel, now approaching completion, will form the ninth building of the University proper. Considerable excitement has been produced by the discovery that the last Woodford prize, the highest honor of the course, was obtained fraudulently. This prize, founded by ex-Lieut. Gov. Woodford of Brooklyn, is a medal of the value of \$100, given annually for the best oration of the Senior class, taking into account both delivery and literary excellence. The successful competitor of the class of 1873 obtained the prize, more than for any other reason, on account of the ability displayed in certain portions of his oration, although his manner of presenting it was far from the best. His production was published in *The Cornell Review*, and through this it was accidentally discovered that a large part of the oration had been taken verbatim from one of the essays of Buckle, which has been in print only a year, and has, consequently, not been as widely read as most of his works. All of which is exceedingly disreputable. Nevertheless, it is to be regarded as a good thing to have Buckle's ideas "circulated!"

The Library.

Mrs. Horace Howard Furness has sent to press her "Concordance to the poems of Shakespeare." For the sake of convenient reference, she has decided to print the Poems at the end of her volume.

MM. ERCKMANN-CHATRIAN are writing a new serial story, which will shortly appear in *Cassell's Magazine*. It will be entitled "The College Life of Maitre Nablot," and will be based on the adventures of a young collegian during the Louis Philippe era.

A COPY of Whitaker's "History of Richmondshire" was sold a few days ago in London, for \$445. It was an exceptional copy, the two volumes being made into four, which were bound in morocco. Besides the engravings from Turner's pictures, it contained a number of drawings; some of them had been specially executed for the owner of the work.

THE literature of the Ashantee war is likely to be considerable. Surgeon-General Gordon, C. B., who was on special service in Paris during the siege, has in the press in London recollections of a residence on the West Coast of Africa, under the title of "Life on the Gold Coast." Although not of a medical character, the book will contain advice on sanitary precautions. It will be published by Messrs. Baillière, Tindall & Cox.

A NEW Shakespeare Society is projected in England. Dr. C. Mansfield Ingleby has undertaken to edit, as the first publication of the Society, Francis Meres's "Palladis Tamia," 1598. A re-edition of the unique Mysterium and Morality, from the Digby MS., 133, is also in hand for the Society, and will be re-edited by the Rev. Walter W. Skeat. The effort of the Society will be to promote the aesthetic rather than the textual criticism of the dramatist. Mr. Tennyson, who has paid a good deal of attention to Shakespeare, is one of the promoters of the scheme, and there are many well-known names on the list of vice-presidents.

MR. MATTHEW ARNOLD is preparing a new edition of his "Literature and Dogma," to which will be prefixed a Preface, containing a review of the objections brought against the book, and particularly discussing the arguments of his foreign critics with regard to the fourth Gospel, and the theories of the Tübingen School. Mr. Arnold's account of the German Higher Schools is also reprinting, and he is availing himself of the opportunity to add a new Preface to it also; reviewing the recent Falk laws, and pointing out how that legislation is related to English dealings with Roman Catholic education in Ireland.

BOARD OF MANAGERS OF THE TEACHERS' MUTUAL LIFE ASSURANCE ASSOCIATION.—At the regular meeting, held Dec. 18, 1873, it was unanimously adopted that the result of the vote taken in the association on the proposed change in the by-laws, together with the Treasurer's report, be printed in the SCHOOL JOURNAL.

Vote on the Old and New By-Laws.	
Old By-Laws.....	108
New By-Laws.....	485
Total vote.....	1,593
Members not voting.....	129
Total number of members Dec. 18, 1873.....	1,724
Treasurer's Report.	
June 17, To Balance.....	\$700 33
June 17, By Check to assign of Miss Burdick.....	\$3 50
Sept. 11, To Assignments.....	4,300 50
Oct. 20, To Assignments.....	600 00
Sept. 21, By Cash to assign of Mrs. Packard.....	600 00
Sept. 21, By Cash to assign of Mrs. Smith.....	600 00
Sept. 21, By Cash to assign of Mrs. Sullivan.....	600 00
Oct. 22, By Check to assign of Miss Sullivan.....	600 00
Nov. 13, To Initiations.....	18 00
Nov. 13, To Initiations.....	4 00
Dec. 5, To Initiations.....	9 50
Dec. 12, By Check to assign of Miss Stogard.....	600 00
Oct. 13, By Check to assign of Mrs. Du Puy.....	600 00
Dec. 5, By Check to assign of Mrs. Allison.....	600 00
Dec. 11, To Initiations.....	350 00
Dec. 12, To Initiations.....	600 00
Total to assigns.....	\$7,000 00
Sept. 25, Cash to Shute, Woodman & Co.....	31 80
Sept. 25, Cash to Dickie, Printing.....	43 00
Nov. 3, Cash; Postal Cards.....	6 81
Dec. 18, Balance.....	1,048 00
\$8,170 33.....	\$8,170 00

J. H. ZABRISKIE, Treasurer.
The undersigned do hereby certify that the "Old By-Laws" recently submitted to the association, and which received their emphatic approval, has been adopted by the Board of Managers, and will be known as Article VIII.

LEONARD HAZLETINE, President.
FRANCIS JOSEPH HAZLETINE, Secretary.

THE greatest bet that was ever made—The alphabet.

FIVE out of nine of the leading business houses in Manchester, Iowa, are managed by ladies. It is suggested that the name of the town be changed to Womanchester.

HOW CHILDREN ARE WORKED AND NOT TAUGHT.

The same conclusion is reached from a different class of facts. Acting Deputy Superintendent Woodruff, who visited, during the past Summer, numerous factories and mills in the eastern part of the State, for the express purpose of ascertaining the number and educational condition of the children employed therein, says: "It was found

THE PARENTS SEND NONE OF THEIR CHILDREN to school or take any interest whatever in their education." An intelligent officer, with ample means of information, estimates that in the Luzerne coal region fifteen per cent of the employees about the mines are boys under fourteen years of age. In a few districts, he states, night schools have been opened for such boys, but the great majority either grow up without any education or attend school only when "suspensions," "strikes," or cold weather give them an opportunity of stopping work. This, too, in substance is reported to be about the condition of the children in the mining districts of Northumberland County. Mr. Woodruff finds a better state of things in the Schuylkill coal region. He says: "Some children under thirteen years of age are employed as 'slate pickers,' but, so far as could be learned, none are thereby deprived of fair opportunities of education." The County Superintendent of Carbon County reports to the same effect, that "about one-half of the boys in the mining districts under fourteen years of age and over six, are employed about the mines; but they mostly get from three to four months schooling during the Winter, when the breakers are stopped on account of cold weather, and at such times as they stop for repairs or are interrupted by 'strikes' &c., and many of

MANY THOUSANDS OF THEM

If to these thousands of intelligent youth we add the 190,844 adults among us who cannot write their own names, we have a stratum of ignorance and its concomitant underneath our social structure that seems to threaten the whole with decay and death. It is in this soil crime and penury grow. From this field comes the dreadful crop that is harvested in poor-houses, houses of refuge, jails and penitentiaries. Here is produced the stuff of which mobs, riots and disturbances of the peace of all kinds are made. In these dark regions hide those nests of human vermin who live by committing crime for hire—who make contracts to rob, burn, swear falsely, personate citizens and repeat votes on election days, stuff ballot-boxes, and even commit murder. This is to-day

THE 'DEEPEST STAIN ON OUR FREE INSTITUTIONS.

Can it be removed? Can this illiteracy be prevented? Can these neglected children be reclaimed? From what I know of the uplifting, regenerating power of a right education, I believe that ninety per centum of even the worst of them can be. Nor is this mere theory. My experience with the thousands of soldiers' orphans, gathered in from homes of destitution, more than proves the position I take. Besides, the same testimony is borne by every home of the friendless, orphan asylum, school of reform and house of refuge in the country. Ignorance, with all its attendant evils, can be almost eliminated, stamped out, by the power of a rightly directed education and training.

**MORE REVELATIONS—AN ILLUSTRATION OF
THE EFFECTS OF STEAM HEATING.**

The *New York World* is continuing its effective exposures of the unsanitary condition of some of the public school-houses in this city. We copy the following extracts in addition to those which we gave last week, and we are indebted to the courtesy of the editors of the *World* for the accompanying illustrative diagram.

The *World* says of
GRAMMAR SCHOOL NO. 50, EAST TWENTIETH
STREET:

This is a large and elegant school building for girls only, and is registered as Grammar School No. 56. There are about 1,000 girls in attendance. The building was erected in 1853, MacVey being the architect. All the work was done in a most substantial way. The walls and partitions are strong, the staircases are as solid as if they were of marble, and the doors, railings, floors, benches, &c., are all made of hard wood. The building is heated by two large steam boilers, and from the number of holes in the walls the writer thought that at last he had found a well-ventilated school-house. In every room, besides the steam-heater, there is an opening in the wall about six inches square, near the floor, and another smaller one near the ceiling. The lower orifices are to be opened or closed by means of a small iron door, which slides up and down, and the upper ones are intended to be worked by cords. The janitor, on being asked whether the air was always good in those rooms when they were filled with pupils, replied that it was not, but he supposed the air could soon be changed by opening the windows. An attempt was then made to work some of the ventilators, when it was found that they were nearly all fast. Those that were shut could not be opened, and those that were open could not be closed, owing to the rust. The janitor said that if his visitors were anxious to open one of them he would fetch a hammer. It was then ascertained that the janitor in charge of the building had no conception whatever of the purpose of those ventilators. He hardly knew whether they were ventilators or not. Like the janitors in some of the other schools, he called them "P" machines." On being asked if he did not suppose they were intended to be kept open, he replied that it would be no use, for these that were open had been "chucked full of papers by the children. He has taken the trouble, one morning, to light a match and hold it in front of one of these holes, and discovered that there was a draught there. He said it was no use to bother with those things, for the teachers would have the windows open at any rate.

All the steam heaters in this building are placed around the sides of the room, and as nearly as possible to the windows. The large number of heaters in some of the rooms showed how imperfect the system is, for at least twice as much coal must be consumed as ought to suffice to keep the building warm. A steam heater being placed under each window and the window being low-

ered, currents of air are created, as illustrated by the following diagram:



a a—Steam heaters.
b b—Currents of hot air escaping through the window.
c c—Currents of cold air pouring in through same window.
d d—Air of the room remaining stagnant.

The above diagram will apply to nearly every school-room in this city heated by steam. The heaters are always placed so nearly under the windows as possible, and it makes no difference whether the windows are open or closed, the two currents of air will always be moving, for no school-house is so firmly constructed as not to allow a great deal of air to circulate through the crevices of the windows. If the windows are open, and they are scarcely ever closed, the current is only increased. It is very well to have the steam heater under the window when there are arrangements to cause the warm air to be drawn off and circulated throughout the room, but in no school-room visited thus far has any such arrangement been found. Here is the air which fills the body of the room, *d, d, d, d*, with nothing to prevent it from remaining stagnant, while the hot air arising from the heater passes out, causing another current of cold air to flow in. The cold air being heaviest descends rapidly, becomes heated, and immediately ascends again, passing out in the hot-air current.

PRIMARY SCHOOL NO. 12, ROOSEVELT STREET.

When the chemist arrived at the Roosevelt street school, 384 boys and girls were found assembled in the large hall preparatory to being dismissed. Any person unaccustomed to making such estimates would not have believed that half that number was present, and yet there were thirty-four absent. The children were packed so closely together on the long benches, like so many bags of salt, that 100 of them made very little show. The room is warmed by four stoves. There are holes in the walls supposed to be ventilators, but the teachers said they considered them to be of no use at all, and accordingly paid no attention to them. The room had been occupied only one hour previous to the experiment, and the sample of air was taken from near the middle of the room.

The result of the analysis was as follows:

ROOSEVELT STREET SCHOOL, December 31, 1973.—

Large hall, windows open:	
Number of scholars present.....	384
Temperature, Fahrenheit.....	65
Carbonic acid in 10,000 parts.....	91.7
Times the normal amount.....	5.2

According to the two experiments previously made by Dr. Endermann, by order of the Board of Health, the average amount of carbonic acid discovered was 4.9 times the normal quantity, which shows that the condition of this school also is worse now than it was before the Board of Education were warned by the Health Commissioners.

DR. ENDEMAN'S REPORT ON THE SCHOOLS.

The World of January 1st published the following valuable and suggestive report from Dr. Endemann, of the Board of Health, whose scientific observations as a competent chemist more than establish the truth of all that has been said in regard to the condition of our public schools. We commend his conclusions, and the statistical statements by which they are sustained, to the careful attention of the reader :

To the Editor of the World:

SIR : I have the honor to communicate to you herewith the results of the examinations of air in our public schools, which I have made, complying with your request, for the New York World.

For the purpose of judging whether improvements regarding ventilation were made since my first examination during February of this year, the results obtained now are accompanied in the following tabulated statement by those obtained last Winter. The ventilating arrangements found in the schools visited were the same as at the time of my first visit. Not in a single building even an attempt to improve the air by introducing some mode of ventilation could be detected. How little can be expected of such arrangements as we generally meet with I have tried to explain on former occasions, nevertheless I shall for the better understanding recapitulate such conclusions as I consider fairly backed by theoretical speculation as well as practical experience.

Methods of ventilation are most needed during the cold season, when we are compelled to keep windows, &c., closed to prevent the cold outside air from entering the apartments. The endeavor to ventilate is therefore generally combined with the endeavor to heat. We rely in such arrangements much on the natural tendency of heated air to ascend. Heaters, therefore, are in the cellars, and the openings supplying the warm fresh air for the rooms are near the floor. But in crowded places we must not only supply fresh air; we must also provide for the removal of the waste air. The question how to meet this exigency seems to be the hardest to understand. If the waste-air flue be near the ceiling it is but natural that the warm fresh air entering through one or more registers will at once ascend to the ceiling, and leave the room without being fully utilized.

tent. Such waste-air flues supplied with very warm air show generally very great activity, and unsophisticated observers, therefore, are led to high expectations regarding their purifying influence. We are constantly compelled to impart to the air in a room a rotary motion which may be reached by placing the waste-air flues near the floor beside the flues supplying the fresh air. Peitenkofer, in Munich, has proved that the waste flues in such a position will not act; aye, that even the air, instead of passing upward in these flues, will pass downward, thus becoming, if all waste-flues enter into into one main channel, the source of contamination, the waste air of one room getting a chance to enter another room. This shows that we cannot ventilate by this system without the help of mechanical force—that is, fans moved by steam and applied to each waste-air flue. Yet we find places ventilated by this system, without the latter appliances, often in good condition, especially if outside and inside air differ considerably in temperature, as on very cold winter days, and if otherwise wind does not later free with the activity of the flues. The comparatively good results obtained in Vande-ware street school, in school-rooms with closed windows during February of this year, were undoubtedly due to such influences.

If the air is to be removed near the ceiling we have but one plan to insure a uniform mixture of air in the room and the fresh supply; that is, to let the air enter through numerous small openings distributed over the whole floor. This method, which has been applied to theatres, having actually given good results, will probably prove even for schools to be the easiest of execution, and the surest in its results.

Of late many patentees have brought before the public their so-called inventions, but all I can say regarding them, if even they were founded on scientific principles, is that their utility has not been proved by actual experiment.

The results obtained during February and December of this year are combined in the following tabulated statement :

[illegible][illegible]

Discription of School-house.

Times the normal amt.	15	10	0.55	0.50	0.45	0.40	0.35	0.30	0.25	0.20	0.15	0.10	0.05	0.00
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No. of Scholars.		Temp'ture, F.	Car'ic acid in 10,000 pts. air.
46	68	14.9	91
40	69	9.8	89
31	71	19.7	71
30	72	19.7	71
29	73	19.7	71
28	61	19.8	89
27	70	19.7	87
26	71	19.7	87
25	68	19.7	89
24	66	23.9	91
23	66	23.9	91
22	65	21.0	91
21	62	19.0	91

Description

[illegible]

The above results show that our schools are exactly in the same state as last year:

Some examinations gave a little more encouraging results, while others again were far behind results obtained last Winter. Whether children shall breathe good air or not depends entirely on the teacher—young, active teachers allowing generally a better supply than such as *large teachers*.

While the opening of the windows tends to purify the air this custom may on the other hand become detrimental to the health of the children. It is of a common occurrence that the places under the windows are occupied, and measurement of temperatures on two opposite sides of a pupil thus placed between window and stove show often a difference of ten degrees Fahrenheit and more.

As far as I could ascertain there is but one school in this city in which the ventilating arrangements are actually of occasional use; this is the Vandewater street school. Every other school may be deemed without

ventilating arrangements, as they are built on principles which theory as well as practice has repudiated. I remain, sir, very respectfully yours,
H. ENDEMANN, Ph. D., Chemist

WOMEN AND EDUCATION IN THE EAST.

"The Women of the Arabs," is the title of a volume by Rev. H. H. Jessup, the Syrian missionary, the contents of which are of more value than any work from a missionary source. The writer sketches the relations of woman in Mohammedan and Druze society, before Christianity made its appearance, and also notes her place in literature, and gives some specimens of the works of Arabic poetesses; then he details the missionary attempts to introduce education in Syria, and finally closes with a "children's chapter," in many respects the most interesting of any in the book, especially for its comparison of juvenile games and Arabic "Mother Goose" with our own. The conventional adulation of the labors of certain families and persons in the missionary field, which confines the circulation of most missionary books to the circle especially exalted, disfigures this work in a comparatively small degree, and the student of Christian politics and of oriental life will find it interesting.

The first Protestant missionary entered Palestine about 50 years ago. In 1825, the first attempt was made to educate a native and the work has gone on ever since, with some interruptions and varying success. To-day the American missionaries are operating 23 girls' schools, with 36 teachers and 800 pupils, at a cost of \$8,000 a year; also 24 boys' schools, and three schools admitting both boys and girls. Most of these schools are "common," and teach all branches reading being taught mostly from the Bible. But the seminaries or high schools are devoted almost entirely to Biblical instruction. Besides these, there are 23 British schools with 1,500 pupils and 79 teachers. At Beirut the chief port and commercial city, there are large educational establishments maintained by the sisters of charity, the Jesuits, the French sisters of Nazareth, the Maronites, the Greeks and papal-Greeks, the British, American and Prussian mission seminaries and the Syrian Protestant college. Many of these institutions are housed in imposing buildings, of which that occupied by the last-named is said to be the largest. It is thus not unreasonable to believe that the educational institutions have the finest buildings in Beirut.

In the old Arabic semi-civilization, woman's place was low indeed. The Koran admitted women to paradise, but did not rebuke the ancient belief that a female infant was a curse and a misfortune. "The best son-in-law," says the Arabic proverb, "is the grave," alluding to the practice of burying girls alive. Another proverb declares that "Women are the whips of satan," and another inquires, with City Solicitor Healey of Boston, "What has a girl to do with the councils of a nation?" The Koran incites the scourging of wives, and so prevalent is the practice that the Christian sects in Syria (Greeks and Maronites) are not behind the Moslems in the use of the domestic lash. Women are sometimes beaten to death, without inquiry by the police. Mr. Jessup tells a story of a little Protestant village on Mount Lebanon, where the men, on being remonstrated with by the missionary for not bringing their wives to service, on the following Sunday were all accompanied by their better halves. The delighted missionary felicitated them upon their obedience to his suggestion. "Yes," said the spokesman, "we beat them all soundly and they had to come." Mohammedan wives are never permitted to be seen with their husbands in public, and a husband never refers to a woman in conversation without the apologetic, "ajallah Allah," "may God elevate you," above the subject. Even a husband who thought enough of a wife to go for a doctor for her, in summoning the latter referred to the patient studiously as "he." The Syrian argument for the disassociation of husbands and wives in public is so easily made that which excuses some disabilities common with us, that it must be quoted: "You Franks," said an intelligent Protestant Arab, "can walk with your wives in public, because their faces are unveiled, and it is known that they are your wives, but our women are so closely veiled that if I should walk with my wife in the street, no one would know whether I was walking with my wife or another man's." Mr. Jessup translates several articles from Arabic sources. One was read before a native literary society at Beirut by a man who now edits three Arabic newspapers. He denounces the education of woman in reading, domestic duties, and the training of children, and also her religious culture. Two other articles in the same vein, from which extracts are made, were written by Arab women, and appeared in a fortnightly magazine, published at Beirut. Another appeared in the Turkish official journal of that city, and cordially indorses the educational efforts of the Protestant college. An unsectarian and cordial address by a Greek priest at a recent annual commencement of Beirut seminary, and the liberal tone of an article by Daud Pasha, Turkish governor of Lebanon, indicate that the change in public sentiment on education and the position of woman, has been immense within fifty years.

A CORRESPONDENT of a paper having described a neighboring river as a sickly stream, said, "That is so; it is confined to

THE NEW YORK BOARD OF EDUCATION.

The New York Board of Education holds its regular meetings on the first and third Wednesdays of the month, but the statute requires them to meet on the second Wednesday in the year to organize. Under the statute the Board met last Wednesday evening, and there being no President, Mr. Kiernan, the Clerk, called the meeting to order. Messrs. Brown and Hoe were the only absentees.

On motion of Mr. MAN, Mr. WETMORE was called to the chair, and the Board at once proceeded to the election of President, Messrs. DOWD and MATHEWSON being appointed tellers. Of the 18 votes cast, 17 were for Mr. NEILSON, the remaining vote being blank; in other words, Mr. NEILSON was unanimously re-elected. Messrs. TOWNSEND and SKELMAN were directed by the temporary Chairman to conduct his permanent successor to the chair, and on taking it Mr. NEILSON spoke as follows:

Gentlemen of the Board of Education:

Again you have honored me by electing me your President, and again I sincerely thank you for the honors conferred. I confidently trust that the current year will, in good results to our schools, be as prolific as its predecessor, and that the future may witness the same interest in the work, diligence in caring for the welfare of our schools, singleness of purpose in their management, which in the past has so much redounded to their benefit; while your forbearance and courtesy towards your presiding officer, and towards one another on the floor, has rendered our intercourse so pleasant.

We have reason to rejoice over the growing popularity of our schools, their improved condition and increased attendance, and over the superior class of gentlemen who, by your appointment, now hold the position of trustee, whose happy influence upon our teachers and scholars, in their acceptable visits to the schools, is of marked effect.

At the commencement of my term, last year, I deprecated hasty action in making changes in the school system then but newly received, and advised deliberation and a careful survey of the whole ground, with postponement of action until we had become familiarized with its condition and acquainted with its defects and necessities. I was anxious that no mistake should be committed, that in gathering up the tares we should not root up the wheat with them. During the time which has since elapsed, you have thoroughly inquired into and examined every part of the system, and are now prepared intelligently to deal with such modifications of its arrangements as may have suggested themselves to your observation.

May I be permitted to say that at great expense our schools are maintained, solely for the proper education of the children of this city, with a view to their future intelligence as citizens and members of society. In the performance of our official duty, all personal considerations should be sternly ignored, and the individual interest of no one, in or out of the system, should, for a moment, be permitted to stand in the way of progress in the right direction.

The sum of money called for this year for school purposes is larger than the demand for any previous year, and large as it will be insufficient, without great economy, to meet the current expenses of our schools, keep our buildings in tenable and decent condition, and erect in certain districts a sufficient number of new edifices to accommodate the children now excluded for want of room.

During 1854, the first full year after the merger which turned over to the Board of Education the schools of the Public School Society, the average attendance at all the schools was about 48,000, and the sum paid for public education, which included about \$32,000 for the support of the Free Academy, now the College of the City of New York, was about \$800,000. At the expiration of ten years, during the year 1864, the average attendance was about 81,000, and the sum paid for the support of the system, including about \$84,000 for the support of the Free Academy, was nearly \$1,800,000.

Now another ten years having elapsed, the requirements for the year 1874, exclusive of the support of the College of the City of New York, for which \$150,000 is now otherwise provided, but including about \$167,000 for the current expenses of the annexed territory in Westchester County, will be not far from \$1,000,000, and the average attendance at all our schools may be estimated to be 105,000.

When the present Board of Education received the school system from the hands of our predecessors, we found the school buildings very much out of repair, and in some cases going to ruin for want of care to protect them from the intrusion of the elements. The additional appropriation obtained from the Board of Apportionment went very far towards restoring these buildings and placing them in decent condition. But for the current year a large expenditure will be needed to make further repairs and some necessary improvements to the old buildings, and it is indispensable that several new buildings shall be erected.

The new school buildings erected during the two last past years were paid for by proceeds of City stock, the sale of which to the extent of \$680,000 was authorized by an act of the Legislature passed April 25th, 1871, and the cost of their erection was not charged to the amount raised by taxation in those years; besides which, the sum of \$145,000 raised by the sale of

stock for the building of the Normal College was diverted from its legitimate purpose and applied to the ordinary expenses of the schools, a large part of this has been returned, but much still remains to be paid out of the general fund for this year, to contractors who have performed work on that building. The large item of current expenses is salaries of teachers, which in 1854 was \$391,000, in 1864 about \$1,000,000, in 1870 about \$1,700,000, and is estimated for 1874, including \$112,000 for the annexed portion of Westchester County, Twenty-third and Twenty-fourth Wards, about \$2,300,000.

The large increase in this item has arisen from the great number of additional teachers employed in new schools opened, and from the heavy percentage of advance in rates of compensation. This item remains about the same as it was fixed by the previous Board, you gentlemen not as yet having determined to make any change in the rates of teachers' salaries.

It is to the interest of our schools that the teachers be paid liberal salaries—that they may appear respectably, be removed from anxious care for the means of support, and be able, with prudent economy, to lay by something for future emergency. Few can, while anxious about the wherewithal of a comfortable living, perform in a satisfactory manner work which requires the mind to be alert, or can possess equanimity of temper necessary to govern pleasantly a school or class. Justice to our teachers and a fair working of our system demands that the salaries paid throughout this city should be uniform, and not various for similar positions below Principal and Vice-Principal in the several wards. It is disheartening to a faithful teacher to know that, employed in the same system, under the same general head, paid out of the same common purse, there are others of the same or lower grades, of no superior merit, who are receiving a larger compensation for perhaps less service. I would commend this matter to your serious consideration.

The large proportions to which the expense of public education in this city has grown should admonish us to great caution in sanctioning any means tending to increase that expense. If in our administration we are not able materially to reduce the demand upon the tax-payers, let us as far as possible avoid increasing the burden.

The evil tendency of the age is to lavish expenditure, which manifests itself in the administration of public affairs as well as in private living. This demoralizing tendency, which leads on to personal poverty and crime, to corruption and dishonesty in office, and ultimately to commercial and national bankruptcy, should be manifestly discouraged by those who stand in the relation which this Board occupies to the hundreds of thousands of young persons who will soon grow up to be the body and soul of this nation.

There are many changes in the arrangements of our schools which would be regarded with favor, but for the large additional expense involved. A measure which, upon the first suggestion, seems likely to add but a few hundred dollars to our expenses, when multiplied by the schools, the teachers and the scholars constituting one system, swells to an aggregate of several hundred thousand dollars. Such was the case with two propositions lately submitted which were immediately withdrawn, when on counting the cost, it was ascertained that they involved a large increase of expense, amounting together to about \$510,000 annually.

Our school system is deservedly dear to all our citizens. The poor regard it as the greatest boon to their children; the rich in it recognize the security of their persons and their property; the patriot values it as the great prop and defence of the institutions of our country; the philanthropist loves it because it refines, cultivates, humanizes, elevates and renders useful and happy his fellow-man. All who have children to be educated, whatever may be their station in life, find in our schools a provision superior in many respects to any to be found elsewhere, to which all are welcome. All are ready with their contributions for its support. No tax do they so cheerfully pay as that which is required for the support of our schools.

But ready as they are to furnish the means to carry on our work, they do, as is their right, insist that good judgment and reasonable economy be exercised in our expenditures. Let us not pile up the burden too high, lest a reflex of popular sentiment set in, and in a time of irritation a severe deduction be required in salaries, supplies, furniture, and every item of expenditure, amounting almost to a complete overthrow of our system.

This is a time when every branch of our City Government should consider how it may live within its reasonable means, for nearly all the people are directly or indirectly tax-payers. The comfort of our people, and the good credit of our city requires that for the present no extraordinary expenses be incurred; every sinucure should be abolished, and every superfluity cut off.

In some districts of this city more school accommodation is imperatively demanded. The existing schools are crowded to excess, and admission must be denied to hundreds of children, for whom there is no room. The small sum at our disposal for the erection of new buildings should be applied with great wisdom in spots devoid of schools, and where increasing population will for many years keep full the new school-houses we may erect.

In wards where the transition from dwellings to business establishments is depopulating the neighborhood, the school buildings now in use will furnish sufficient accommodation for all the children seeking admission.

Indeed it is a question whether in years past many substantial and commodious

school buildings have not been wastefully torn down to make place, at great cost, for buildings in all important qualities but a small improvement on those they have replaced.

It is also worthy of examination whether the plan upon which we have for some years been building our school-houses is not more costly than is necessary, and whether for two-thirds the cost we could not provide more convenient, cheerful and wholesome buildings. The multiplicity of small, badly-ventilated class-rooms, interfering with the free circulation of air, and obstructing the access of invigorating sunlight, while increasing the cost, detracts from the comfort and wholesomeness of the buildings.

While in many of the Wards increased school accommodation is needed, in others there are more schools than are now required, and much money could be well saved by consolidating several small schools in close proximity to each other. In other words, there is a scarcity of primary schools and an excess of grammar schools. I trust that after carefully examining the ground, these matters may be judiciously adjusted.

I would also call your attention to the facts that there are certain schools which possess such attractions that children are drawn to them from remote parts of the city, so as to over-crowd them, while other schools in their immediate vicinity are but thinly attended. I would recommend that the capacity of every school-house be fixed according to their number of sittings and cubic feet of space, and when the number of scholars allowed to any building is reached further admissions be prohibited.

When our schools were re-opened after the summer vacation, the Normal College took possession of the magnificent building erected for its accommodation. Furnished with every necessary appliance in its spacious edifice, we expect from it a substantial return for the cost already incurred and the annual expense of its support.

The beneficial effect upon our Grammar and Primary schools, which is to result from a supply of teachers fully prepared for their work through the education and training received in the College, is the great object for which that school has been established and is maintained.

With this end in view, we should carefully guard it from every evil influence, lest noxious seeds be sown there to germinate and bear pernicious fruit through our entire school system. Soon must our schools take their tone from the Normal College, and to a great extent society takes its tone from our schools.

The course of study for the Normal College seems to demand some revision. Apparently, more is undertaken by its pupils than, in the time allowed, can be well attended to. What is studied that it may be taught again should be thoroughly and accurately learned. I would suggest that some of the scientific studies be eliminated from the regular course, and reserved for a post graduate class, that the pupils completing the regular course be graduated, but that a higher diploma be awarded to those remaining through the additional year.

Having raised, for admission to the college, the requirement of age, it is questionable whether the standard of scholarship should not be advanced one grade, and one class higher than at present be provided in the Female Grammar Schools. Such a rule, however, should not take effect till after the admission next Summer.

Section 82 of the By-Laws, which is the first section of the article relating to the Normal College, by a strict construction excludes from admission to the classes of the College all except those "who in the Female Grammar Schools shall have completed the studies of the first grade of the Grammar School course." Though the Normal School Committee have not put this strict construction upon the rule, so as to require applicants for admission to have completed this grade in the Grammar Schools, yet that construction would naturally be put upon it by those not pupils of the Female Grammar Schools, who though desirous to enter the College, and prepared to pass the required examination, would consider themselves excluded by the rule and fail to present themselves as candidates. As the College has taken the place of the supplementary classes in the Grammar Schools, and as girls were admitted to those classes without having been required to have passed through the lower classes in those schools, so should the door be open for reception into the college of those who, elsewhere than in our Grammar Schools, have achieved the degree of scholarship required.

I would further suggest that the entire course of study provided for all the schools be reviewed by the Committee on Course of Study, in order to ascertain whether it is as simple and comprehensive as it could be devised, and that there may be one course consistent and harmonious, with regular gradations, from the lowest class in the primary schools through the highest class in the Normal College.

The exact position in the system which should be occupied by the primary schools and departments is a question which calls for your deliberate consideration.

By far the most important part of our whole field, containing more than three-fifths of all the children under our care, its very magnitude commends it to our special interest and attention. When it is known that a very large proportion of the children must gain in the primary schools and departments about all the school instruction which their circumstances will allow them time to receive, the importance of the judicious management of these schools is intensified. We have received as an inheritance down from those who were the very

pioneers in the establishment of public schools in this city, the idea that primary schools must be the nurseries of young, apprentice teachers, who must look for promotion and increase of salary by transfer to grammar schools.

The difficulty years ago in obtaining teachers on such small salaries as could then be afforded, led to the appointment of more children, with very limited attainments, who, from their youth and low grade of scholarship, were sent to mature and gain experience in primary schools, while in the Saturday Normal School they pursued their own studies.

No such difficulty now exists. With the ability, through our Normal College, to prepare an abundant supply of competent teachers, and paying our junior teachers liberal salaries, there is no impediment to the appointment of all vacant positions of persons of suitable age and ample education.

What modification of our rules is necessary to give more efficiency to our primary school instruction, will receive from your practical wisdom the attention it deserves. I would, however, suggest, if it is deemed wise, to intrust the instruction of the higher primary classes to the older and more experienced teachers; that, when room will permit, the children be allowed to complete one more grade in the Primary Schools and Departments before they are transferred to the care of the younger and less experienced teachers having charge of the lower classes in the Grammar School.

I have for several years considered it desirable that either in the Grammar or Primary Schools classes should be formed for the instruction of large boys and girls, who, though older than most of the scholars in the Grammar Schools, scarcely know the alphabet. These young persons have been so situated as to have been deprived in earlier years of the advantages of public schools. Their age and size render it awkward for them to take their places in the classes with little children, and the time which they can spend in school is very limited.

It is important that these young persons should be advanced in the simple elements, which is all they can remain to acquire, more rapidly than is usual with the mass of the children in our schools. They must get a simple rudimental education in the shortest space of time, and under the care of the most experienced, considerate and competent teachers. I would suggest that this subject be referred to the Committee on Course of Study for its consideration.

By the act which annexed a part of Westchester County a very large school district has been added to this city.

Provision has been made for the current expenses for the schools in that district, but nothing for new buildings or improvements of buildings now in occupation. During the Spring an estimate should be made of what, if any, new school-houses will be made in the district, that if any are needed this Board may apply to the Board of Apportionment for the means with which to construct them.

A difference exists between some of the inhabitants of the district with regard to a school building recently erected. You will give the question that careful and impartial investigation which, I am sure, cannot fail to bring your intelligent and unprejudiced minds to a correct conclusion.

Many of the teachers in that district have not been paid their salaries for two months. Who is to blame for this neglect I am unable now positively to state. The matter probably belongs to the Department of Law and Finance, but I do not doubt that this Board will lead its kind offices to those faithful laborers in obtaining their honest wages.

The propriety and practicability of compulsory education will probably come before this Board for consideration.

That the State, for its own safety, should insist that its children be educated, is admitted. But to what degree, or under what regulations, compulsion shall prevail, so as not to interfere too much with the parental prerogative, to the oppression of the citizen, is the question to be determined.

I would recommend that you, "Gentlemen," consider the question at your leisure, that you may be prepared to dispose of it should circumstances require it to be acted upon by this Board.

As this Board proceeds with the management of the schools you will perhaps find much which will require to be modified in order to make it conform to present exigencies.

What in times past has been universally done, you will determine shall be undone, and by the light of experience you will discover many faults which it will be your province to correct. That an abuse or mistake has so long existed that it seems to be chronic is no reason why it should continue. That a system has in any respect been running in a wrong direction is no argument in favor of permitting it to run on in the same rut.

In undertaking to reform what is out of the way you may be met with objections and protests from those who will not agree with you as to the propriety of the change, or who may in anticipation be unpleasantly affected by your proposed action. This is to be expected. Others will not view these matters from your standpoint, and self-interest perverts the vision.

The enlarged powers with which this Board is invested carry with them increased responsibility, and this responsibility no other body or person can divide. Having opened the functions of our office under the solemnity of an oath faithfully to perform our duty, it must be done according to our own convictions, without fear or favor.

Respectfully receiving and carefully

weighing all arguments and examining all facts which the friends of the schools may offer for our consideration, our conclusions should be independent, uninfluenced by the persuasion or dictation of any one. Holding an office which calls for arduous and delicate labor, and realizing that great good or great evil must result from the manner in which our work is performed, we are continually before the bar of our own conscience to be judged according to our motives and intentions.

We must do what our judgment dictates, and leave results to the Higher Power.

I have thus, gentlemen, according to custom, taxed your patience, while, at the commencement of my new term, I have placed before you what I believed worthy of your consideration.

I wish you all good health, prosperity, and satisfactory results of your administration for the year upon which we are now entering.

The close of this speech was greeted with applause, and on motion of Mr. HALSTED the speech was ordered to be printed in full, on the minutes, and the matters mentioned in it referred as therein recommended.

A member moved to go into the election of Clerk.

Mr. TOWNSEND said he did not think it expedient to do this now. They had got through the past year, as it seemed to him, very well. The present clerk had been on trial during that time, and the result had shown his experience and capacity. He was the man they wanted. His own personal experience warranted him in saying this. Two or three times an effort had been made to go into the election of a clerk, but they had failed on each occasion, very much to the advantage of the Board, and very much to the advantage of the school system which they were here to administer. There were very few young lawyers, among whom they would have to make this selection, who could fill his place. They needed in it a man familiar with the laws relating to education, familiar with the By-laws of the Board and the duties of the Commissioners, as well as with the action of previous Boards. Such a man would be hard to find outside of the present incumbent. If they continued their present clerk they would probably have such another year as they had had in the past year. With a new man the labors of all the members would be increased. Here was the Manual yet unfinished, mainly the clerk's work—beautiful, so far as it went, but needing much for its completion. His experience was needed there, but it was wanted in every department of their work and in the College business. He wanted to transact the business of the office to which he was sworn, and though neither of the same politics or religion as this young man, he should vote for him if pushed to it.

The mover of the resolution thought the Board was not legally constituted for business till the election of a Clerk.

Mr. JENKINS differed from this view of the law—they had all the rights, duties, and offices of the late Board till they made a change. Mr. Kiernan had discharged his duties with the utmost ability and integrity. His honor was as untarnished as a sheet of white paper. What was the object of thus constantly disturbing the peace of the Association? Was it political? If so, it was totally contrary to the objects of the Board, and to the genius of the whole school system. That seemed the only reason why this was so persistently again and again pressed on them, except, perhaps, that some other perhaps good man, but of less experience, was eager to assume the place of a man against whom not a particle of speculation was charged. Why should their peace be disturbed by this continuous cry "come and elect a Clerk." If driven to it, he should certainly cast his vote for Mr. Kiernan.

The motion was lost by a vote of 9 to 10, the negative votes being Messrs. Brown, Beardslee, Jenkins, Kelly, Man, Mathewson, Neilson, Townsend, Vermilye, and Wetmore.

THE TRUSTEES' COMMUNICATIONS.

The Twentieth Ward asks that the salary of Mrs. Catherine M. Botte, Principal in P. D. of G. S. 48, be maintained at the former rate.

The First Ward, that Miss Britton, of P. S. No. 15, be paid her full salary.

The Sixth Ward, for 2 more teachers in G. S. No. 25.

The Tenth Ward names J. Frank Wright for Principal of Male Department of G. S. No. 7, ex. Samuel D. Allison, deceased, two trustees protesting.

The Eighteenth Ward asks an allowance of teachers on a basis which takes into consideration the effect of the fire in G. S. No. 45, and ask leave to transfer a teacher.

The Nineteenth Ward asks an additional teacher for G. S. 59.

All these communications were sent to the Committee on Teachers.

The Nineteenth Ward asks pay for Rachel Davies and Mary E. Burke, temporary teachers in their evening schools.

The Twelfth Ward, another teacher for their Male Evening School.

The Seventh Ward, pay for Charles M. Miller, German-English teacher in their Male Evening School, employed by a mistake; and

The Tenth Ward nominated Geo. W. Stewart teacher in their Evening School, ex. G. F. Behninger, resigned.

Referred to the Evening School Committee.

The Nineteenth Ward asks a steam heating apparatus for G. S. 18. Referred to the Committee on Warming and Ventilation.

The Ninth Ward asks the appropriation of \$197.41, to pay for necessary work on G. S. No. 3, and the Seventh Ward asks more salary for the Janitor of G. S. No. 2. Referred to the Committee on Buildings.

(Continued on sixth page.)

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HENRY L. SLOTE. JONATHAN SLOTE.

A FLASH OF LIGHTNING.

The length of a flash of lightning is generally greatly under-estimated. The longest known was measured by M. F. Petit, at Toulouse. This flash was ten and a half miles long. Arago once measured a series which averaged from seven to ten miles in length. The longest interval ever remarked between a flash and the report was 72 seconds, which would correspond with a distance of fourteen miles. Direct researches have shown that a storm is seldom heard at a greater distance than from seven to ten miles, while the average are barely heard over four to five miles off. This fact is the more curious as cannon may be distinctly heard double or treble that distance, and in special cases much further. During the bombardment of Paris, in the year 1870, the Krupp guns, which had been left over from the Exposition of 1867, were heard at Dieppe, a distance of eighty-four miles. Arago states that the firing at Waterloo was audible at Creil, one hundred and twenty miles distant.

New York School Journal.

Office, 23 Park Row.

GEORGE H. STOUT, Editor

NEW YORK, JANUARY 17, 1874.

TO SUBSCRIBERS AND EXCHANGES.

Hereafter we shall have no clubbing rates with other periodicals.

EDUCATION BY THE STATE.

In the last issue of THE SCHOOL JOURNAL we gave in full the report laid before the Council of Political Reform in this city by Mr. Dexter A. Hawkins, Chairman of the Committee on Education of that body. We presume that that report attracted the attention of the majority of our readers, and we believe that the facts and arguments therein set forth, attentively perused, were sufficient to carry conviction to the minds even of those who had previously been disposed to regard the whole plan of compulsory education with disfavor. It is as idle to deny the face of absolute truths as to blow against the North wind. The fact is demonstrable that there is in this country a formidable element of illiteracy, which carries in its bosom the seeds of crime. It is the business of this generation to purge this evil element out of the body politic by whatsoever means shall prove to be best calculated to produce that result. We cannot afford to dally with a question so important, so vital as this. We must look facts squarely in the face, regarding them, not as they should be, but as they are. They are visible, patent—we cannot afford to put them out of sight.

As the lucid and admirable report of Mr. Hawkins shows, the Free School is the preventive not only of pauperism, but of crime. "It costs far less," he says, "to prevent crime, pauperism, and civil commotion, by educating the whole people, than it does to punish criminals, support paupers, and maintain armies to repress an ignorant and vicious population"—and recent history offers more than one illustration of the truth of this doctrine. Within the present week—namely, on Tuesday, January 13th—a deputed mob, consisting of several thousands of unemployed workmen, thrown out of their bread-winning emoluments by the sudden presence of a financial panic, have openly defied authority—have denounced the employing class in terms of bitter reproach for events which the employing class were powerless to control—have banded themselves together to enforce an absurd demand for work and pay when there was neither work to give nor pay to give—have met their deserts by being clubbed into obedience by the strong arm of the law—and have gained—what? Nothing but discomfiture and defeat. Had they been discreet, had they been docile, had they, in a word, been properly trained, these unwise workmen would not have ventured to go counter to that great law of supply and demand which is the fundamental law of all free and enlightened governments. They would have realized, had they not been misled by deceitful and roguish demagogues, that the conditions which reduced them to want, were conditions incident to, and born of, their own ignorance. They chose to unite in opposition to a given and accepted law, which declares that the employer shall govern and the employed obey—both being subject to the great organizing and inflexible force of demand. But in their case, union was not strength, and the total defeat of their schemes, even after the red flag of the Commune had been unfurled upon the streets of New York, is the best complimentary upon the long-vexed question of education versus ignorance.

Another point, having more of a social than a political bearing, is brought out in the report to which we have alluded. It is this: that in communities where free schools are numerous, crime decreases in the direct ratio of the opportunities of education offered. This is strikingly illustrated in the official statistics of the Kingdom of Bavaria for the year 1870. In the district of Lower Bavaria, in that year—the proportion of churches being ten in the thousand, and the proportion of schools being four and one-half in the thousand—the aggregate of crime was equal to 870 in the hundred thousand—while in Lower Franconia, in the same year, while the proportion of schools was as ten in the thousand (against four and one-half in Lower Bavaria during the same period), the proportion of crime was but as 384 in the hundred thousand—a difference of considerably more than one-half.

At home and abroad, therefore, the right of the Free School to exalt itself as the champion of order and universal intelligence is proved by evidence which cannot be controverted. What more simple than the conclusion that that which produces the highest degree of good is that which should become the universal law? It seems to us that the evidence on this question of compulsory education is cumulative and convincing.

THE COMMON SCHOOLS OF OUR STATE.

Not the least important passages of the annual message of Governor Dix, are those in which he portrays the present condition of the Common Schools of this State. The fact that there are in New York more than a million and a half of children between the ages of five and twenty-one years, is in itself sufficient to point the moral of the necessity of compelling all these children to go to school. The record shows that some hundreds of thousands of them do not attend. That is to say, out of 1,545,000 children of school age, 1,080,000 attend the common schools, and 180,000 are in private schools—leaving a remainder of 385,000 who are neither privately nor publicly instructed. Most of these are in our great cities. Something must be done if we do not desire to see crime increase and illiteracy prevail.

CITY SCHOOL STATISTICS.

The Annual Report of the City Superintendent gives the following statistics in relation to the attendance of pupils during the past two years:

Schools.	Average attendance.	Wh. No.	Average attendance.	Wh. No.
Male Grammar...	17,081	31,483	16,900	31,571
Female Grammar...	15,411	28,941	14,923	28,063
Primary Dep'ts...	89,585	50,297	28,363	88,997
Primary Schools...	15,653	28,142	12,360	39,176
Colored Schools...	809	1,965	797	1,822
Normal Schools...	1,395	3,431	1,446	2,145
Corporate Schools...	8,309	31,806	8,257	33,418
Evening Schools...	9,160	19,250	9,250	30,979
Total.....	107,629	335,618	106,336	235,980

We shall print estimates from the report hereafter.

THE STUDY OF ENGLISH GRAMMAR.

BY PROF. W. D. WHITNEY, NEW HAVEN.

The study of grammar is, I believe, quite extensively accounted, by both pupils and teachers, as exceptionally tedious and unprofitable, mainly a bore and a failure. The innumerable text-books for it have few admirers; teachers are apt to go from one to another of them in weariness and despair. I do not think there is any good and sufficient reason why this should be so.

If I am not mistaken, a main cause of the failure is that many or most teachers and grammar-makers hold up before themselves the wrong end as that which has to be striven after.

The object, normally, of English grammar is usually defined to be, "to teach how to speak and write English correctly."

This is an error, imported into English grammar out of the study of foreign tongues, especially the classical. We cannot learn to speak or write Latin, for example, except by the grammar; the inflections and their use, the modes of construction, the words and their meanings and their connections, all have to be acquired laboriously out of a book. But it is not so with our native speech; that we acquire by a wholly different process, in learning to speak at all. The words, and inflections, and constructions of our mother-tongue we bring to school with us; they are already the well-established habit of our minds, a sort of second nature. Our habits of expression, it is true, may be in some respects wrong, by others' fault or our own; we may need correction in one or another point. But getting such correction is not learning grammar; nor can it be effectively gotten out of a book; it is, like improvement of family manners, a subject for constant reproof, and instruction, and imitation of good models. In both, book instruction may undoubtedly be made a valuable aid; the study of grammar will bear its part finally, in the formation of accurate habits of speech; but it must be in a secondary way, by a kind of reflex action.

That is to say, the position and aim of grammatical study is changed by the circumstance that in their own language the pupils have the whole body of facts already at their command, at their very tongue's end. The word is not "you must do this and that;" it is, rather, "observe that we do this and that." The learner's attention is to be directed to these facts which he knows, and he is to be taught to understand something about them—to distinguish and classify them; to see, to a certain extent, their origin and reasons. And the main and direct object of the study is simply this better comprehension of familiar facts. Only, the knowledge is also valuable because of other objects to which it leads. It trains the powers of reflection, and gives a start toward the study of mind in and through its means of expression. It prepares the way for the intelligent and rapid acquisition of other languages. And it tends toward the

better command and more accurate use of the English itself; and to an extent that would alone make the study worth pursuing; although, as I have said, this result is not the primary aim, and is best attained by being kept in the background.

For getting this kind of training, for mastering the principles and relations of language,

STUDY OF ENGLISH GRAMMAR is not only a sufficient means, it is even the best to be found. On the one hand, as the pupil here has full possession of the facts with which he has to deal, his mind can be more readily turned to that which he is to be made to understand about them, and his attention kept more steadily upon it. Any one grasps and arranges but awkwardly the relations of things when it is only by an effort that he holds the things themselves; a good part of his mental power is used up in the mere exertion of memory; take the phrases which are familiar, in the use of which he can detect a fault instinctively and without reflection, and you leave him his whole mind to work at the point you want to make. On the other hand, you can here best avoid merely mechanical knowledge. A boy may declare himself an "adjective" for no other reason than that he has found it called so in the dictionary, and he has learned in a similar manner that *bonois* is "dative," and that when he uses what the grammar calls the "dative" of *puer*, which his dictionary defines to be a "noun," he must put *bonois* instead of *bonorum* with it, by rule so and so. This and other things like it he may do deftly, with as little real comprehension of what it all means as the child has who can give all the capes of Africa in their order, and does not quite know that a cape is not an article of dress, and Africa its wearer. So with a verb; he may give it the right name because it makes its forms in such and such a way. Such mock knowledge can be more surely and thoroughly controlled and prevented in English.

This is no small matter. All teachers in higher institutions know how lamentably destitute of real comprehension of even the parts of speech many pupils prove themselves in their entrance examinations. And without it, all pretended grammatical knowledge is a sham. Some minds, undoubtedly, are almost blind to even the broadest grammatical distinctions; but a great many more are dulled and baffled by having the distinctions presented only as involved and obscured by difficult and half-held phraseology. Give me a man who can with full intelligence take to pieces an English sentence, brief and not to a complicated, even; and I will welcome him as better prepared for further study in other languages than if he had read both Caesar and Virgil, and could parse them, in the routine style in which they are often read and parsed.

I would, then, roughly CLASSIFY the things to be learned in English Grammar somewhat thus:

1. The ready and intelligent distinction of the parts of speech, by their use, their office in the sentence.
2. The systematic knowledge of English inflectional forms and their uses; including the simple syntax of words and phrases, on no elaborate or exhaustive plan.
3. The construction of the sentence, with its phrases and clauses used in the office of different parts of speech and equivalent to them.

The study of the English language, if properly presented, affords in itself, without the importation into it of anything that belongs to the grammar of other languages, ancient or modern, a sufficient foundation for the study of other tongues, and for that of language itself.—*Connecticut School Journal*.

THE BOSTON SCHOOL COMMITTEE WOMEN.

A dispatch dated at Boston, Jan. 12, says: "The new School Committee organized this evening, and after both sides had been heard at some length, the report of the Committee on Credentials, that Miss Abby W. May and Miss Lucia W. Peabody had the proper credentials, was accepted by a vote of 17 to 17. The opposition offered a motion that as the City Solicitor had decided that women could not hold seats in the School Committee, therefore they were not legally elected, and their seats were vacant. The brunt of the defence was borne by Mr. Fitzgerald, a member of the Committee on the Judiciary of the last Legislature, which reported that no legislation was necessary to enable women to hold seats in the School Committee. He quoted the opinion of his associates on the Committee, and ridiculed the idea that women were not competent, or were not legally eligible to seats. The question was further debated by other members, who claimed that the Board was the only judge of the qualifications of members, and by others, who urged that the Legislature itself had settled the question by passing a law that three women should be chosen on the Board of Trustees of the State Industrial School for Girls. The women having been admitted, the resolution declaring their seats vacant was referred to the Committee on Elections, and the Mayor then announced the Committees of the Board, assigning the ladies on the same terms with the other new members.

He that gives good advice builds with one hand; he that gives good counsel and example builds with the other; but he that gives good admonition and bad example builds with one hand and pulls down with the other.

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